

# Personal, Social, Health Education Policy (P.S.H.E)



Headteacher signature \_\_\_\_\_

Chair of Governors' signature \_\_\_\_\_

Date \_\_\_\_\_ Date for Review \_\_\_\_\_

## **Personal, Social, Health and Economic Education (PSHE) Policy**

### **The Public Duty of the Equality Act 2010**

Protected characteristics in the act include sex, sexual orientation and gender reassignment.

Schools have due regard to:

- (a) “eliminate discrimination, harassment, victimisation”
- (b) “advance equality of opportunity”
- (c) “foster good relations between persons who share a relevant protected characteristic and persons who do not share it”

This includes tackling prejudice and promoting understanding.

### **Introduction**

This policy has been produced in response to the PSHE Association guidance, statutory guidance from September 2020, Stonewall guidance and current legislation including:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act 2010
- Supplementary Guidance SRE in the 21st Century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- Statutory guidance for Health Education, Relationships Education and RSE (2019)
- The new Ofsted framework PSHE stands for Personal, Social, Health and Economic Education.

Due to the diverse nature of PSHE this policy should be read as part of a suite of policies that include safeguarding/child protection, relationships (including bullying and behaviour), online safety and confidentiality (this list is not exhaustive). Other linked subjects include citizenship, religious education, computing and some aspects of literacy through both a discrete and a cross-curricular approach. A commitment to equality and diversity runs through the life of Penketh South Primary School.

### **Policy Context and Rationale**

This policy covers our school’s approach to PSHE. It was produced by Miss Browne (PSHE Lead) following guidance from the PSHE Association; through consultation with the Senior Leadership Team, teachers, pupils and parents. Pupils have been involved in the creation of this policy through school council meetings and prefect briefings. Key needs identified by pupils were building tolerance, resilience and good relationships. Pupils identified that Penketh South Primary School offers a range of PSHE activities both discretely and across the curriculum including school trips. This combination ensures a whole school approach. The policy will be reviewed every two years.

### **Policy Availability**

Parents and carers will be informed about the policy through the school website where they have access to view and download the policy.

### **Policy aims and objectives**

We believe that PSHE should enable children to become healthier, more independent and more responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the following teams:-

- School Council
- Prefects
- Eco-warriors
- Safe and Sound

We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society in an ever-changing Britain.

Our PSHE programme of work forms part of our broad and balanced curriculum and follows the thoughts and direction of the PSHE Association under the three themes of:

- Health and Wellbeing
- Relationships
- Living in the Wider World

We want our pupils to:

- know and understand a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of a community, such as School;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem
- develop good relationships with other members of the community
- make informed choices regarding personal and social issues

### **Entitlement and Equality of Opportunity**

We recognise the right for all pupils to have access to PSHE education learning which meets their needs, be that of gender, culture, ability or personal circumstance. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children [and those with English as a second language] to ensure that all can fully access PSHE education provision. We promote diversity and inclusion with consideration from all at Penketh South Primary School. Faith, culture, sexual orientation and/or gender identity will not be barriers to learning. A full PSHE education provision is accessible to every pupil, although parents have a right to withdraw their children from those parts of RSHE not within the national curriculum science programmes of study (see RSHE policy). As far as

is appropriate, pupils with special educational needs will follow the same PSHE education programme as all other students. Careful consideration will be given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants will work with individual pupils where required, and if appropriate. It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

### **Intended outcomes**

Our PSHE programme is designed to be engaging to all learners. Pupils will receive opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills. They also need a comprehensive, balanced and relevant body of factual information to inform their present and future choices. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising or the planning of special school events such as an assembly.

Each year the children at Penketh South School raise money for charity. We also develop PSHE through various activities and whole-school events, for example the school council representatives from each class meet regularly to discuss school matters. We offer residential visits in Year 6, where there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills through positive group work. Forest School also has a massive impact in all elements of our PSHE curriculum for our children.

### **Curriculum**

The PSHE Association's Programme of Study at Penketh South Primary School identifies the key concepts and skills to be taught through PSHE education and a broad range of topics through which these can be developed, expanded and rehearsed.

Our spiral PSHE curriculum organises learning into a series of recurring themes, each lasting half a term, which pupils experience every year. At each encounter, the level of demand increases and learning is progressively deepened. This approach avoids PSHE education becoming a string of 'topics' or disconnected 'issues'.

An example of a theme might be 'Health and wellbeing', which offers a context for developing the key concept of 'a healthy lifestyle' and the key skills of 'critical reflection', 'decision-making' and 'managing risk'. The context might be healthy and balanced eating in Year 4, and body image in Year 6 through which the key concepts are expanded and the key transferable skills rehearsed and developed.

Planned enrichment days/weeks are used to develop and extend our school's planned PSHE developmental programme. It is essential that lessons are sensitive to a range of views but the school must ensure that pupils always have access to the learning they need to stay safe and healthy, and protect and enforce their human rights.

The PSHE Education Programme of Study includes 3 core themes for key stages 1-5:

- Health and Wellbeing
- Relationships
- Living in the wider world

### Core theme 1: Health and Wellbeing

In Key Stages 1 and 2, pupils should be taught:

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, such as puberty, transition and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in an emergency
- to identify different influences on health and wellbeing

### Core theme 2: Relationships

In Key Stages 1 and 2, pupils should be taught:

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships

### Core theme 3: Living in the Wider World

This theme also has strong links with citizenship and aspects of it, for example, financial education, should be planned alongside citizenship provision.

In Key Stages 1 and 2 pupils should focus on 'economic wellbeing and being a responsible citizen' and be taught:

- about respect for the self and others and the importance of responsible behaviours and actions
- about rights and responsibilities as members of families, other groups and ultimately as citizens
- about different groups and communities
- to respect equality and to be a productive member of a diverse community
- about the importance of respecting and protecting the environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- how money plays an important part in people's lives
- a basic understanding of enterprise.

Pupils will be able to express their opinions whilst respecting others' points of view. They will be able to recognise the different relationships they are in and understand that their actions have consequences.

### Responding to pupil questions

It is important that pupils at Penketh South Primary School feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how to respond to questions. Pupils' questions will be answered honestly and openly within boundaries; to answer questions without any consideration of prior learning or readiness, can be unsafe. If necessary, teachers also need to feel able to ask a pupil to wait for an answer to give them time to consult with

the school's leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns. (For instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.') Teachers should feel able to work with colleagues if necessary to construct an appropriate answer.

### **Assessment for Learning**

Our teachers assess the children's work in PSHE both by making judgements as they observe and listen to children during lessons. We evidence our work in our Year Group PSHE 'big books' to highlight some of the work going on. It is important to recognise that assessment in PSHE education is not about 'passing or failing', or about behavioural outcomes. Teachers and pupils both need to know what has been learned, and how learning and understanding has progressed.

### **Involving Parents/Carers/Outside agencies**

We are committed to working with parents and carers, communicating effectively through our school website. Visitors to the classroom bring their expertise or personal stories to enrich pupil's learning where appropriate. Learning objectives and outcomes will have been agreed with the visitor in advance, and any input from visitors is part of a planned, developmental programme rather than a substitute for it. Teachers will always be present to manage the learning, and to ensure that it is safe.

### **Right of Withdrawal of pupils from RSHE Education from September 2020**

There is no right to withdraw from Relationships Education at primary school, as the Government believes the contents of these subjects: such as family, friendship, safety (including online safety) is important for all children to receive this information. Parents will be informed in advance and given the opportunity to discuss with the school the nature of the SRE work to be undertaken. Some parents may prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the SRE except for those parts included in the statutory National Curriculum (i.e. Science and RE lessons). Parents are encouraged to discuss their decisions with staff at the earliest opportunity.

### **Monitoring/Reviewing**

The PSHE Coordinator and Senior Leadership Team are responsible for monitoring the standards of children's work and the quality of teaching. The co-ordinator supports colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school. The coordinator is also responsible for creating, implementing and reviewing a PSHE action plan. This policy will be reviewed at least every two years to ensure it meet the needs of pupils, staff and parents, and that it is in line with current DfE advice and guidance.